Guidebook to
Field Experiences in
Child Life and Family Centered Care

2016-2017 Manual for
Interns, Practitioners, and Supervisors
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Introduction

The Wheelock College Guidebook to Field Experiences in Child Life and Family-Centered Care explains the child life internship at Wheelock for all participants, including the student intern, field site supervisors, College supervisors, and Wheelock faculty members. As emerging child and family health care students journey towards professional practice, this guide will help them understand the requirements and expectations of field experience in child life, and assist their supervisors to provide support.

Fieldwork is integral to the professional preparation of individuals working with children and their families in hospitals, health care settings, and alternative settings. Internships enable students to make connections among theory, research, and practice as well as connect with members of the communities they serve and members of the professional health care community.

The College is proud of the high quality of student internships. One central feature of the Wheelock internship is the close working relationship between supervising practitioners (site supervisors), student interns and Wheelock College supervisors. During the semester, College supervisors conduct a minimum of three (3) three-way meetings to discuss progress, set goals, and evaluate the total experience.

These pages outline the expectations, roles and responsibilities of students, site supervisors, and College supervisors, and provide general timelines for observations, three-way meetings and evaluations. Participants are pointed toward appropriate resources as well as opportunities for professional development. Finally, the Guidebook contains policies, procedures and practices related to activities and situations arising in the field.

The information contained in this Guidebook reflects the mission of Wheelock College to improve the quality of life for children and families. Members of the School of Education and Child Life are committed to shaping an ethical, caring, multi-racial, multicultural democracy built on deep knowledge and understanding, shared values, inclusive practices, and principles of social justice.
Wheelock College

Vision
As a private college with a public mission, Wheelock College strives to be the premier college that educates people to create a safe, caring, and just world for all children and families.

Mission
Improving the lives of children and families.

Academic Guiding Principles

Preamble
Wheelock College cultivates a passion for learning among all members of its community. We are a diverse learning community whose members respect differences among people, their ideas, and their ways of acting in the world.

Principle One
Wheelock College creates and sustains an environment of critical inquiry, creative expression, and growth. Wheelock College students:

- master content in the arts and sciences in sufficient depth and rigor to allow an appreciation of the beauty and integrity of the disciplines;
- develop expertise in the education and human service professions along a continuum from entry level to advanced practice;
- explore new ideas, experiences, and collaborative partnerships, and integrate academic learning and community-based experiences;
- apply multicultural and developmental perspectives to understand individual, family, community, and societal growth.

Principle Two
Wheelock College develops reflective, responsive, and responsible world citizens who are prepared to:

- understand the broad social, cultural, political and economic contexts that influence the lives of all children and families at the local, national, and international levels;
- engage, individually and collectively, in lifelong learning, embrace multiple perspectives, and participate within diverse communities;
- realize their capacity for leadership that creates a more just world for all children and families.

Academic Guiding Principles Approved by the Wheelock Faculty 5/23/06

Civic Engagement at Wheelock College:
Community engagement through experiential learning actualizes Wheelock’s mission. Combining liberal arts with professional education, the college provides all students with opportunities for experiential learning through field placements, community service, and service-learning locally, regionally, and globally.

Wheelock students begin field placements in their first year in a course called Human Growth and Development (HGD). In HGD, practical experience supplements classroom learning about the human lifespan. Through placements in diverse and inclusive settings, students have opportunities to integrate child development and pedagogical theory into their practice. As students enter professional concentrations, the Office of Field Education works with them to locate appropriate pre-internship and internship sites in early childhood, elementary, and special needs education, child life (hospital and...
medical), community based human service, juvenile justice, and social work settings where they develop professional skills through practice in service. These fieldwork, practicum and internship experiences take place with community partners. We are fortunate to work with both new and longstanding partners who enrich our students' professional development. While learning from and contributing to the lives of children and families, our students build the foundations for what professionals will need to work with all of America's children and families.
Child Life at Wheelock

Wheelock was the first college to establish an academic program in child life in 1972. Ten years later, Wheelock's child life faculty, alongside leaders in the field, helped to establish the Child Life Council in 1982. The Child Life Council is the national member organization and governing body for the profession of child life.

As the child life profession has expanded and grown, our graduate and undergraduate programs continue to provide the highest quality academic and clinical education. Our programs exceed the minimum requirements for the Child Life Council's Certification, and thus Wheelock's Child Life program is considered a signature educational program within the international child life community.

A hallmark of the Wheelock program is the clinical internship experience. The Child Life Council's Certification requires a minimum of 480 hours of supervised internship under the guidance of a Certified Child Life Specialist (CCLS). Currently our programs have more than the 480 hour internships. The Wheelock model of supervision involves close collaboration between the student, academic supervisor and site supervisor. Supervisors are experienced practitioners with a minimum of two years paid professional work in the field. Through their work with students and child life field supervisors, the Wheelock faculty provides challenge, supervision, and professional growth.

CLC Board Approves Recommendation for Advanced Degree Requirement Effective in 2022

At its recent May meeting, the CLC Board of Directors approved a series of important recommendations from the Academic Preparation Task Force (now officially referred to as "Academic Preparation: Task Force 2022"). Per its charge from the Board, the Task Force recommended a progression of steps and a timetable whereby all newly credentialed Certified Child Life Specialists would be required to hold an advanced degree from an academic program that has been accredited by CLC. The following Task Force recommendations were approved:

- Effective in 2022, to establish eligibility for certification, candidates will be required to hold either a master's degree in child life OR a master's degree with a concentration or emphasis in child life (e.g. MS in Human Development & Family Studies with a concentration in Child Life) from an academic program accredited by CLC.

- Effective in 2025, this requirement will be amended to require that all certification candidates hold a master's degree in child life from an academic program accredited by CLC.
Introduction to Field Experience

The Role of the Office of Field Education

The Office of Field Education (FEO) is responsible for all of the field-based experiences of Wheelock students, 800 to 1000 placements each year. The staff of the FEO make placements based on written input, interviews, and conversations with individual students, faculty, supervisors and prospective supervising practitioners. The staff works closely with the Child Life Faculty to facilitate a match that works to the mutual benefit of the student, supervising practitioner, children, families, and College supervisors. The placement process is time intensive, taking several months in the spring to complete placements by late spring for the fall semester, and several months in the fall to complete placements for the spring semester.

Site Selection Process

Wheelock College is fortunate to be located in a region that has many hospitals. While there is a cluster of sites in Boston, we also have the advantage of sites outside of the city. We use sites to the south in Providence and to the west in Worcester. We select these sites because of the quality of experience and opportunities students can pursue. Students should be aware that there may be travel of up to an hour each way to a site to insure the best internships. We certainly know that a college education is costly, and thus want students to budget for transportation costs as they plan for their internship experiences. While most internship sites are accessible via public transportation, having a car allows for more flexibility.

Off-Campus Internships

All students are strongly encouraged to do internships in the settings established by Wheelock's Office of Field Education in collaboration with the Faculty. In order to request permission to do an internship at a setting that does not have an existing internship with the College, a student must get permission from her/his Academic Advisor, Chair of their Department, the Dean of their program and the Director of Field Experience. Please note that approval of such requests is contingent upon a number of factors such as documented medical conditions, the academic appropriateness of the setting and staffing considerations. It is the responsibility of the requesting student to obtain the approval of his or her advisor. Many off-campus sites have earlier application deadlines than Wheelock, so if you are interested in pursuing this option, we recommend starting the process as soon as possible.

Acceptance into Internships

The dual degree child life program requires two clinical internship in hospital, healthcare, or community health settings in order to complete the degree and the graduate program requires one or two clinical internships. For each internship experience, the college matches students with two potential internship sites. Students are required to interview for internship positions and be accepted for an internship in at least one site. Acceptance into an internship is a decision made by the clinical sites, not by the college; therefore the college cannot guarantee internship placement.

Acceptance into an internship is necessary in order to continue in the program. In the event that a student is not accepted by either site, a decision will be made, in the professional judgment of the child life faculty, that the student needs to postpone entry into an internship to the following year, or that the student will not be allowed to complete the degree.
The Placement Timeline

Undergraduate and Graduate Students

Fall Semester: (for the following Spring Semester Placement/Internship)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 15</td>
<td>Deadline for students to make an appointment to meet with Office of Field Education</td>
</tr>
<tr>
<td>Mid-November</td>
<td>Students receive an email referring them to sites for their interviews</td>
</tr>
<tr>
<td>Throughout November</td>
<td>Student call FEO with feedback regarding interviews</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Deadline for completion of all interviews</td>
</tr>
<tr>
<td>First week of December</td>
<td>Students requiring a third interview will have appointments</td>
</tr>
<tr>
<td>Second week of December</td>
<td>Students receive confirmation of placement/internship site assignments via email</td>
</tr>
</tbody>
</table>

Spring Semester: (for the following Spring Semester Placement/Internship)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 15</td>
<td>Deadline for students to make an appointment to meet with Office of Field Education</td>
</tr>
<tr>
<td>End of February/Early March</td>
<td>Students interviewing with 400hr sites attend Mandatory Interviewing Workshop</td>
</tr>
<tr>
<td>Mid-March</td>
<td>Students receive an email referring them to sites for their interviews</td>
</tr>
<tr>
<td>First week of April</td>
<td>Newly accepted 75 hour undergrads referred to placements for interviews*</td>
</tr>
<tr>
<td>Throughout April</td>
<td>Student call FEO with feedback regarding interviews</td>
</tr>
<tr>
<td>Last week of April</td>
<td>Deadline for completion of all interviews</td>
</tr>
<tr>
<td>First week of May</td>
<td>Students requiring a third interview will have appointments</td>
</tr>
<tr>
<td>Second week of May</td>
<td>Students receive confirmation of placement/internship site assignments via email</td>
</tr>
</tbody>
</table>

* does not apply to academic year 2011-2012 due to transition to new dual degree program

Information for Students

- Call the Office of Field Education at 617-879-1212 to make an appointment:
  - By October 15th for the Spring Placements/Internships
  - By February 15th for the Fall Placements/Internships
- Students should update their resume (The Center for Career Development is a good resource.)
- Students should update their health information including a list of immunizations including and MMR and an up-to-date TB test
Overview of Child Life and Family-Centered Care Programs

Department of Child Life and Family Studies
Paul Thayer, Co-Chair and Associate Professor
Suzanne Graca, Instructor
Carolyn Kurker-Gallagher, Instructor
Claire White, Co-Chair and Assistant Professor
Ann Herzog, Instructor

Dual Degree Program/Child Life Specialist

The Child Life dual degree program combines a BS or BA degree in the Arts and Sciences, a child health minor, and a Master of Science degree in Child Life and Family-Centered Care. The Child Life program prepares child life specialists to work in inpatient, outpatient and community-based health care settings. Through the use of play and other forms of communication, the child life specialist functions as a member of the professional health care team to help reduce the stress of hospitalization, illness and health care procedures. Sensitivity to the emotional and developmental needs of children and families of diverse backgrounds is stressed as an important concern of this field.

General Requirements

- Must be a current Wheelock student
- After meeting with the Coordinator of the Undergraduate Child Life program, students apply* during the spring semester of their sophomore year for admission to the program.
- Students are eligible to apply to enter the program after successful completion of both semesters of Human Growth and Development (HDP 120/121 and 122/123 or HDP 125/127) with a grade of B- or better, successful completion of the Child and Family Health course (CLF 210) with a grade of B- or better, successful completion of all sections of the WLCE, and a minimum GPA of 2.67.

*Entry into the child life program is competitive and is by application only. Acceptance into the college does not guarantee admission into the child life program. Each year many more students apply to this program than can be accepted. Students who are not accepted during their sophomore year can still complete the child health minor and complete the 100 hours of volunteer time in order to apply to the regular Master's degree program in Child Life and Family-centered Care at the end of their senior year.

Students in the dual degree program must complete 134 undergraduate credits required for graduation from the college, including 16 credits to complete the child health minor, and an additional 30 graduate credits for completion of the MS degree.

**Students may be able to complete the program in only five years, but may elect to finish the program in six years. Students should work carefully with their advisor to plan a course of study that best meets their needs.

*** Minimum GPA—Students in the dual-degree program must maintain a minimum cumulative GPA of 2.67 (B-) and receive a minimum grade of B- in all child health and child life courses.
Undergraduate Course Requirements

Support Courses 20 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 153</td>
<td>Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td>Human Diseases</td>
<td></td>
</tr>
<tr>
<td>LSC 302</td>
<td>Human Diseases</td>
<td>4</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Quantitative Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>MAT 170</td>
<td>Statistics for Behavioral Sciences</td>
<td>4</td>
</tr>
<tr>
<td>HDP 362</td>
<td>Meaning &amp; Development of Play</td>
<td>4</td>
</tr>
<tr>
<td>Research Selective</td>
<td></td>
<td>4</td>
</tr>
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</table>

Minor in Child Health 16 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLF 210</td>
<td>Child and Family Health Systems</td>
<td>4</td>
</tr>
<tr>
<td>CFL 255</td>
<td>Children with Special Healthcare Needs</td>
<td>4</td>
</tr>
<tr>
<td>CFL 257</td>
<td>Family-centered Healthcare</td>
<td>4</td>
</tr>
</tbody>
</table>

Child Health Selective (choose one) 4 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDS 225</td>
<td>Cross-cultural Perspectives on Health and Illness/</td>
<td>4</td>
</tr>
<tr>
<td>CFS 240</td>
<td>Helping Children Cope with Grief and Loss</td>
<td>4</td>
</tr>
</tbody>
</table>

Professional Courses 8 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLF 350</td>
<td>Role of the Child Life Specialist</td>
<td>4</td>
</tr>
<tr>
<td>CLF 421</td>
<td>Child Life Methods and Materials</td>
<td>4</td>
</tr>
</tbody>
</table>
### Master of Science in Child Life and Family-Centered Care/30 graduate credits

#### Required graduate coursework 9 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLF 670</td>
<td>Clinical Issues in Child Life</td>
<td>3 credits</td>
</tr>
<tr>
<td>CLF 770</td>
<td>Child Life Program Development and Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>Research selective</td>
<td></td>
<td>3 credits</td>
</tr>
</tbody>
</table>

#### Human Development Selectives (choose two) 6 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HDF 501</td>
<td>Lifespan Development I: Birth-Adolescence</td>
<td>3 credits</td>
</tr>
<tr>
<td>HDF 502</td>
<td>Infant and Toddler Behavior and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>HDF 521</td>
<td>Children's Cognitive Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>HDF 560</td>
<td>Risk and Resiliency in Infancy</td>
<td>3 credits</td>
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</table>

#### Multicultural Selectives (choose one) 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 632</td>
<td>Cross Cultural Perspectives on Grief</td>
<td>3 credits</td>
</tr>
<tr>
<td>PRO 517</td>
<td>Welcoming LGBT Families in Education &amp; Human Services</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

#### Professional Internship Courses 9 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLP 671</td>
<td>Child Life Internship/Seminar I</td>
<td>6 credits</td>
</tr>
<tr>
<td>CLP 673</td>
<td>Clinical Experience &amp; Seminar II: Child Health &amp; Development</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

#### Graduate Selective 3 credits
### Suggested Course Sequence

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDP 120/121 and 122/123</td>
<td>Human Growth and Development</td>
<td>8</td>
</tr>
<tr>
<td>LSC 153</td>
<td>Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Quantitative Reasoning</td>
<td>4</td>
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</table>

#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CLF 210</td>
<td>Child and Family Health Systems Research Selective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAT 170</td>
<td>Statistics for Behavioral Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td>CLF 255</td>
<td>Children with Special Healthcare Needs</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply for acceptance into 5-yr program</td>
<td></td>
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</tbody>
</table>

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CLF 257</td>
<td>Family-centered Healthcare</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HDP 362</td>
<td>Meaning of Development and Play</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Child Health Selective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Selective</td>
<td>4</td>
<td></td>
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</tbody>
</table>

#### SENIOR YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CLF 350</td>
<td>Role of the Child Life Specialist</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>CLF 421</td>
<td>Child Life Methods and Materials</td>
<td></td>
</tr>
</tbody>
</table>

#### FIFTH YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLF 670</td>
<td>Clinical Issues in Child Life</td>
<td>3</td>
</tr>
<tr>
<td>CLP 671</td>
<td>Child Life Internship/Seminar I</td>
<td></td>
</tr>
<tr>
<td>CLF 770</td>
<td>Child Life Program Development</td>
<td>3</td>
</tr>
<tr>
<td>CLP 673</td>
<td>Clinical Experience &amp; Seminar II: Child Health &amp; Development</td>
<td>3</td>
</tr>
</tbody>
</table>
M.S./Child Life and Family-Centered Care 39 credits

The Child Life and Family-Centered Care program prepares students to work as child life specialists in inpatient, outpatient, and community-based health care settings. Students develop skills as child development specialists, interdisciplinary team members and health educators. They select courses in child life, human development, multiculturalism, research, and child and family studies. The Child Life and Family-Centered Care Program includes clinical experiences and course work that prepare students, as members of an interdisciplinary health team, to support the psychosocial and developmental needs of children and families across the health care continuum. Upon successful completion of the program, students will obtain a Master of Science in Child Life and Family-centered Care, and will be eligible to sit for the Child Life Council Certification examination.

Requirements

Core Courses 9 credits

<table>
<thead>
<tr>
<th>HDF 526</th>
<th>The Meaning and Development of Play</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural selective</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>Research selective</td>
<td></td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Department Courses 6 credits

Selectives in Human Development or other related courses to be determined with academic advisor.

Program Courses 18 credits

<table>
<thead>
<tr>
<th>CLF 632</th>
<th>The Child and Family in Health Care</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLF 670</td>
<td>Clinical Issues in Child Life Programs</td>
<td>3 credits</td>
</tr>
<tr>
<td>CLP 671</td>
<td>Clinical Experience &amp; Seminar I: Children in Health Care Settings</td>
<td>6 credits</td>
</tr>
<tr>
<td>CLF 770</td>
<td>Child Life Program Development and Administration</td>
<td>3 credits</td>
</tr>
<tr>
<td>CLP 673</td>
<td>Clinical Experience and Seminar II: Child Health &amp; Development</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Elective Courses 6 credits
MS/Child Life and Family-Centered Care: Advanced Standing 36 credits

Designed for students who are currently eligible to become certified as Child Life Specialists or have completed a 480-hour internship under a certified Child Life Specialist, this program offers opportunities for students to advance the skills of the Child Life Competencies. During one required 200-hour internship in a community health care or specialty setting, students work with interdisciplinary teams in more specialized areas of child life, including: child development and family-centered care, health promotion, bereavement support and program development. Upon successful completion of the program, students will obtain a Master of Science in Child Life and Family-centered Care and will be eligible to sit for the Child Life Council Certification Examination.

Requirements
Core Courses 9 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 526</td>
<td>The Meaning and Development of Play</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural selective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research selective</td>
<td></td>
<td>3</td>
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</tbody>
</table>

Department Courses 9 credits
Selectives in Human Development or other related field

Program Courses 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CLF 632</td>
<td>The Child and Family in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>CLF 670</td>
<td>Clinical Issues in Child Life Programs</td>
<td>3</td>
</tr>
<tr>
<td>CLP 670</td>
<td>Clinical Experience and Seminar I: Child Health &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>CLF 770</td>
<td>Child Life Program Development and Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses 6 credits

Optional internship:
CLP 672 Clinical Experience and Seminar II 3 credits

MS/Child Life and Family-Centered Care: Combined Degree 27 graduate credits

This program is only open to students who graduate with a professional major in Child Life from Wheelock College. Students must enter the program within 3 years of receiving their undergraduate degree.

Required graduate coursework

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CLF 670</td>
<td>Clinical Issues in Child Life</td>
<td>3</td>
</tr>
<tr>
<td>CLF 770</td>
<td>Child Life Program Development and Administration</td>
<td>3</td>
</tr>
<tr>
<td>Research selective</td>
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Human Development Selectives (Choose two) 6 credits

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<tr>
<td>HDF 501</td>
<td>Lifespan Development I: Birth-Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>HDF 502</td>
<td>Infant and Toddler Behavior and Development</td>
<td>3</td>
</tr>
<tr>
<td>HDF 521</td>
<td>Children's Cognitive Development</td>
<td>3</td>
</tr>
<tr>
<td>HDF 560</td>
<td>Risk and Resiliency in Infancy</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Internship Course 3 credits
CLP 670 Child Life Internship/Seminar I
Graduate Selectives (choose 3) 9 credits
Dual Degree Child Life Program Internship Prerequisites

CLF 350 The Role of the Child Life Specialist - Pre-Internship (75 Hour)

- Have completed the application process and have been accepted into the program
- Enrollment is limited to senior level Child Life students.
- Have passed all sections by course selection the semester before you plan to take this course
- Have completed the course CLF210, Child and Family Health Systems, with a grade of "B-" or better
- Have completed the course HDP120/121 and HDP 122/123, or HDP 125/127, Human Growth and Development including Fieldwork, with a grade of "B-" or better and a satisfactory evaluation of your fieldwork.
- Have attained a minimum cumulative grade point average of 2.67 (students on probation may not enter an internship).
- Have removed any "Incomplete" grades left from the semester preceding the internship.
- Have taken Human Biology or Biology course prerequisite for CLF 350.

CLP 671 Child Life Internship I (400 Hour)

- Coursework and pre-internship
- CLF 421 (Child Life Methods and Materials) with a grade of "B-" or better. CLP 673 Child Life Internship II (200 Hour)
- Have successfully completed CLP 671
- Have attained a minimum cumulative grade point average of 2.67 (students on probation may not enter an internship).
- Have removed any "Incomplete" grades left from the semester preceding the internship.

Graduate Child Life Programs

Prerequisites

Prior to acceptance to the program, candidates must submit evidence of a minimum of 100 hours of experience in a pediatric health care setting under the supervision of a Child Life Specialist. Students with a limited background in child development should plan to enroll in child development courses under the guidance of the Wheelock Child Life faculty advisor prior to beginning their coursework in the Child Life program. All students must attain a minimum grade point average of 2.67 and have removed any "Incomplete" grades left from the semester preceding the internship. Students must have successfully completed CLF 632 (The Child and Family in Health Care) before beginning their clinical internships.
**Competencies for Students Completing the Child Life Program - Child Life Competencies**

The following set of competencies is adapted from the Competencies for Child Life Specialists developed by the Child Life Council. The individual competencies are introduced, expanded upon, and applied through the sequence of child life courses and field experiences. Students who have successfully completed the Child Life and Family Care Programs are expected to have developed the following competencies:

**Child Life Competencies**

**Introduction**

The following child life competencies are the minimal level of acceptable practice as defined by the Child Life Council, and are a guide for individuals or organizations who may wish to further define competencies specific to their situation. The order of competencies does not reflect a sequence or hierarchy of importance.

I. Care of Infants, Children, Youth and Families

A. Competency: The ability to assess and meaningfully interact with infants, children, youth and families.

**Knowledge**

- Articulate theories of human growth and development, play, and family systems.
- Describe formal and informal assessment techniques to determine developmental and emotional state.
- Describe the cyclical process of assessment, plan, intervention, and evaluation of child life services.
- Cite relevant classic and current research.
- Identify values related to sociocultural diversity.
- Articulate the tenets of patient-and family-centered care.
- Identify general issues in family dynamics.
- Identify diverse child rearing practices.
- Identify child and family's concept of illness.
- Identify child and family's concept of death and dying.

**Skill**

- Implement child life services using evidence-based practice.
- Use developmentally appropriate play as a primary tool in assessing and meeting psychosocial needs.
- Utilize therapeutic/creative modalities such as bibliotherapy to meet individual developmental and emotional needs.
- Match interactions and activities to developmental level, emotional state, and individual needs.
- Pace interactions in response to child's* and family's lead.
- Apply formal and informal assessment techniques to determine developmental level and emotional state.
- Apply the cyclical process of assessment, plan, intervention, and evaluation of child life care.
- Support the central role of the family, valuing strengths and needs in implementing child life services.
- Demonstrate respect for sociocultural diversity.
B. Competency: The ability to provide a safe, therapeutic and healing environment for infants, children, youth and families.

**Knowledge**
- Articulate the central role of play in child life services.
- Identify theories of play that best support child life practice.
- Describe the essential elements of the therapeutic relationship.
- Identify effective communication skills to support a child and family.
- Identify and describe the developmental and psychosocial goals of each activity and interaction.
- Explain the impact of environmental design on human behavior.
- Identify emotional safety hazards and corresponding preventive and protective measures.
- Identify environmental safety hazards and corresponding preventive and protective measures.
- Identify knowledge of privacy and confidentiality policies.

**Skill**
- Design group process to meet individual needs.
- Establish and maintain therapeutic relationships.
- Create an environment where play is valued.
- Establish and maintain a therapeutic and healing environment.
- Plan and implement varied developmentally supportive activities.
- Utilize effective communication skills in the process of supporting children and families.
- Provide input about facility design to promote orientation, comfort, healing, security and normalization.
- Follow infection control and safety policies and procedures.
- Demonstrate respect for and facilitate privacy and confidentiality.

C. Competency: The ability to assist infants, children, youth and families in coping with potentially stressful events.

**Knowledge**
- Identify factors that may impact vulnerability to stress.
- Describe coping behaviors specific to various age groups and populations.
- Describe immediate and long term coping styles and techniques, as well as their effect on adjustment and behavior.
- Articulate stress-coping theory.
- Articulate effective pain management techniques including non-pharmacological and psychological.
- Identify effective advocacy.

**Skill**
- Assess responses to stress; plan, implement and evaluate care accordingly.
- Facilitate opportunities for play to decrease distress and increase effective coping.
- Introduce and facilitate rehearsal of techniques to aid immediate and long term coping, with consideration for the unique needs of the individual and family, such as coping style, previous experience, developmental level, culture, spirituality, family situation and emotional state.
- Facilitate mastery of potentially stressful experiences.
• Utilize appropriate psychological pain management strategies.
• Empower and support patients and families to effectively self-advocate as well as advocate on behalf of those who cannot do so.

D. Competency: The ability to provide teaching, specific to the population served, including psychological preparation for potentially stressful experiences, with infants, children, youth and families.

Knowledge
• Identify basic terminology and processes, and expected course of care associated with the circumstances of the population served.
• Articulate learning styles and needs of individuals of different developmental levels, emotional states, and of diverse backgrounds and experiences.
• Identify literature and teaching techniques for use with individuals of diverse developmental levels and learning needs.
• Describe common fears, misconceptions and concerns of individuals in each developmental stage.
• Describe information processing theory and its implication for psychological preparation.
• Articulate fundamentals of psychological preparation found in child life literature.

Skill
• Assess knowledge level, misconceptions, previous experience, and unique sociocultural and learning needs.
• Determine realistic goals and objectives for learning in collaboration with family members and professionals, and identify an action plan to achieve these goals.
• Use accurate and developmentally appropriate teaching aids and techniques so that knowledge is increased and emotional needs are supported.
• Recognize verbal and non-verbal cues and adapt teaching accordingly.
• Use minimally threatening, developmentally supportive language.
• Describe sensory information, sequence, timing and duration of events.
• Facilitate planning, rehearsal and implementation of coping strategies.

E. Competency: The ability to continuously engage in self-reflective professional child life practice.

Knowledge
• Recognize and describe how personal challenges and learning needs in knowledge and practice skills may impact service delivery.
• Identify resources and opportunities for professional development.
• Articulate reasons for and impact of under-involvement and over-involvement of professionals with children and families.
• Articulates the impact of one’s own culture, values, beliefs, and behaviors on interactions with diverse populations.

Skill
• Include evidence-based practice in decisions about assessment, care and evaluation.
• Implement a plan for professional development based on the needs of the population served and the knowledge and skill level of the child life specialist.
• Seek advanced practice mentors and peer supervision.
F. Competency: The ability to function as a member of the services team.

Knowledge
- Describe services and resources of other professionals and identify their roles and functions.
- Identify the unique contribution of the family and professionals in the provision of care.
- Articulate the organizational structure and function of the interdisciplinary team.
- Describe the impact of communication styles on groups and individuals.
- Identify the importance of advocacy in collaboration with the medical team.

Skill
- Communicate concisely with other professionals, integrating theory and evidence-based practice to obtain and share pertinent information.
- Demonstrate respect for the viewpoints of other professionals.
- Coordinate child life services with families and professionals.
- Integrate interdisciplinary goals into child life services.
- Create concise, objective and accurate clinical notes, documenting information pertinent to the plan of care.
- Recommend consults or referrals when circumstances are beyond the scope of child life practice.

II. Education and Supervision

A. Competency: The ability to represent and communicate child life practice and psychosocial issues of infants, children, youth and families to others.

Knowledge
- Describe and integrate the basic concepts of public speaking and teaching methods appropriate to subject matter and audience.
- Identify classic and current literature on issues related to child life services in a manner meaningful to the audience.
- Articulate the process for engaging in evidence-based practice.
- Identify and articulate a definition of advocacy.

Skill
- Adapt approaches, media and content according to audience need.
- Apply child life knowledge to contribute to the education of others.
- Maintain professional presentation of self, including careful attention to verbal and written communication, as well as personal appearance.
- Demonstrate effective advocacy for child life practice and psychosocial issues.

B. Competency: The ability to supervise child life students and volunteers.

Knowledge
- Discuss supervisory styles and their impact on others.
- Identify skills and knowledge necessary for others to complete assignments and tasks.
- Articulate student and volunteer program goals and expectations in the context of providing child life services.
- Identify adult learning needs.
Skill
- Provide comprehensive orientation to the setting, and policies and procedures of the work environment.
- Communicate expectations and roles clearly and concisely.
- Structure duties and assignments, matching ability to complexity of task.
- Provide regular feedback in a constructive manner.
- Assess and respond to diverse learning needs of students and volunteers.
- Recommend dismissal, after counseling, when performance does not match expectations.
- Evaluate student and volunteer programs and modify as needed.
- Provide a safe learning environment.

III. Administration

A. Competency: The ability to develop and evaluate child life services.

Knowledge
- Articulate basic research methods and statistics that apply to program review.
- Identify program components that require assessment.
- Identify meaningful data for effective evaluation of child life services.
- Describe resources to assist in evaluation and development of services.

Skill
- Collect and report accurate and pertinent data in a timely manner.
- Recommend program improvements based on data and existing resources.
- Develop and prioritize the range of child life services.

B. Competency: The ability to implement child life services within the structure and culture of the work environment.

Knowledge
- Identify organizational structure and relevant policies and procedures.
- Articulate the mission and goals of the work environment.
- Identify methods for obtaining and managing needed resources.
- Identify information necessary for effectively managing resources.

Skill
- Prioritize and organize workload for accurate and timely outcomes.
- Procure and maintain equipment and supplies in a cost-effective manner.
- Adhere to relevant policies and procedures.
- Advocate for positive change.

November 1987

Revised and Approved November 2001
Revised and Approved November 2010
Certification Information

Child Life Specialist/Child Life Professional Certification

Certification as a Child Life Specialist is available through the Child Life Council (CLC). To become a Certified Child Life Specialist (CCLS) a student must pass an examination that is administered by the CLC two times per year in May and November. To be eligible to take the examination, the student must have received a baccalaureate degree or be in the final semester of study towards a baccalaureate degree. All eligibility requirements must be completed by the time of application to take the examination. Once eligibility is approved, the student may take the certification examination. The student may take this examination as many times as he or she needs to pass it, as long as the current eligibility requirements are met. For more information on Child Life Certification requirements, contact the Child Life Council at Child Life Council, Inc., 11820 Parklawn Drive, Suite 240, Rockville, MD 20852-2529, or via their web site at www.childlife.org, or call 301-881-7090.

Technical Standards for Child Life Students in Clinical Settings

A. Introduction
These Technical Standards are provided to internship candidates of child life clinical programs to inform the candidate of required academic and clinical criteria essential for participation in clinical child life programs. Technical standards for child life clinical students include physical, communication, intellectual, and social/behavioral abilities.

Child Life programs are rigorous clinical programs that require students to demonstrate essential qualities and capacities necessary to achieve the knowledge, skills, competencies and dispositions required for child life work. The student must progress with increasing independence throughout the clinical experience and by the time of program completion must be capable of competent and independent practice as an entry level child life specialist. The expectations and abilities listed below must be met by all students admitted to clinical internships, with or without reasonable accommodations. In the event that a student is unable to meet the Technical Standards, with or without reasonable accommodations, the student will not be accepted to the clinical internship or allowed to remain enrolled in the clinical internship.

B. Technical Standards

Physical Capacity:

With or without reasonable accommodation, a child life intern must have sufficient stamina, sensory acuity (vision, hearing, touch, smell) and neuromuscular control in order to:

a. Observe and participate in activities associated with child and family observation and assessment, child guidance, and physically caring for (holding, picking-up, carrying) infants, toddlers, preschool, young school age children and adolescents, when appropriate.

b. Perform additional physical requirements such as: bending, lifting, kneeling, stooping, pushing, pulling, sitting on the floor or on low chairs, and prolonged standing or walking.

c. Perform visual assessment and observation of patient and family interaction and engagement in a safe, clinical environment.

d. Adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical activities.

e. Manipulate and move patient, equipment and instruments necessary for patient transport and interaction.

Communication:

With or without reasonable accommodation, a child life intern must demonstrate sufficient oral, written, and nonverbal communication skills in order to:

a. Communicate effectively, accurately, respectfully and sensitively with patients, their families and members of the health care team.

b. Recognize and respond appropriately to non-verbal communications, including facial expression, body language and affect.

c. Document information accurately and clearly and communicate effectively in various forms of written or electronic media (ex., electronic charting systems) in English with other health care professionals in a variety of clinical settings.
Intellectual Ability:

With or without reasonable accommodation, a child life intern must demonstrate sufficient intellectual abilities in order to:

a. Analyze and integrate concepts and problem-solve to develop clinical judgments appropriate to the practice of child life services.
b. Demonstrate an understanding of and apply complex information presented in the form of seminars, written materials, and clinical experiences.
c. Understand and apply strategies for creating contextually-relevant and supportive psychosocial experiences for infants, toddlers, children, youth and families.
d. Analyze, integrate, and apply detailed and complex information for problem solving and decision-making in an appropriate and timely manner for any given clinical situation.

Behavioral and Social Attributes:

With or without reasonable accommodation, a child life intern must possess the requisite professional behaviors and dispositions in order to:

a. Organize time and materials, prioritize tasks, perform several tasks at once and readily adapt to changing situations.
b. Demonstrate flexibility and sound judgment under stress (e.g. complete work within time constraints, maintain concentration during distracting situations, cope with diverse workloads, maintain personal and professional composure and respond appropriately in urgent and emergent situations).
c. Demonstrate compassion, empathy, integrity, responsibility, honesty in addition to emotional health and stability in meeting the varying demands of the child life specialist’s role.
d. Exhibit positive actions and language for children, family members, and colleagues.
e. Accept and respond in a professional manner to constructive feedback from the clinical supervisor and faculty instructor.
f. Demonstrate self-reflective practice, as well as the desire for continued learning and professional development.
g. Demonstrate flexibility and cooperation with others to work collaboratively.
h. Demonstrate professional ethics outlined in the Child Life Council Code of Ethical Responsibility.
Participants in the Field Experience

Roles and Responsibilities in Pre-Internship and Internships

Child Life Field Experience

Dual Degree Program

Pre-Internship Experience

CLF 350: Role of the Child Life Specialist
CLF 350: Role of the Child Life Specialist is a required senior-level course in the Child Life dual degree program. Students entering this course have completed introductory Child Life courses. They have also completed a year-long course in Human Growth and Development - a course that includes a field placement with children in a setting unrelated to health care. CLF 350 includes a 75-hour placement that provides students with an introduction to work in a health care setting. Successful completion of this course and field experience are prerequisite to entering a 400-hour Child Life Internship. The following guidelines are provided to help students and site personnel better understand the scope and expectations of this field experience.

Expectations of the Site

- The site may be an inpatient pediatric setting, outpatient medical clinic, or community-based program serving the health care needs of children and their families.
- Students at the site will have the opportunity to observe and have direct contact with children and, where possible, their families.
- The services performed by students should be within the scope of work conducted by a Child Life Specialist (e.g., providing play activities or information for children and/or families). However, it is not an expectation that a Child Life Specialist be on site or serve as a site supervisor.
- The site will identify a member of the staff to serve as a supervisor of the students. That individual will be available to orient the students, provide basic direction to the students during their time at on site and answer questions as the need arises.
- The site supervisor will complete an evaluation of the student provided by the College and will verify the number of hours the student has worked at the site.

Expectations of Students

Students are required to spend a minimum of 75 hours at their placement. Normally, this means the student will spend either one full day or two half days per week in placement.

- Students are to be present for each of their agreed-upon days of placement. If illness or an emergency necessitates an absence, the student must notify the site supervisor as soon as possible.
- Students are to conduct themselves in a professional manner, following the policies established by the site.

Expectations of the CLF 350 Instructor

- The CLF 350 instructor will provide assignments designed to increase students' observational skills and help them integrate theory and practice.
- The CLF 350 instructor will monitor students' progress at placement through classroom feedback, journals and assignments.
Role of Student, Supervisor, and College Supervisor in 400 and 200 hour internships

Expectations of Internship Students

1. Attend internship every scheduled day for the agreed upon hours. Notify your site supervisor if you are unable to be at your internship on any scheduled day or for the required number of hours. If you must be absent from internship, arrangements must be made with the site supervisor to make up for the missed time.
2. Discuss any difficulties regarding your internship experience first with the site supervisor and, if necessary, with the College supervisor.
3. Develop learning objectives for the semester. Under each objective state the task(s) you will perform at the internship site to achieve the desired level of competence. Review objectives with site supervisor and College supervisor.
4. Meet with your site supervisor for a minimum of one hour per week.
5. Share with your site supervisor any course materials, information, or College resources which may be of interest and/or help to her/him.
6. Participate in three, three-way meetings each semester with both the site supervisor and the College supervisor.
7. Complete required midterm and final self-evaluation forms by the scheduled dates.
8. The student must demonstrate skills and knowledge at the standard performance level designated in the Child Life Competencies Evaluation. At the conclusion of the internship, the College supervisor will grant students a grade of "pass" or "fail" based on the final evaluation.
9. It is the student's responsibility to initiate a discussion with the site and College supervisor if any problems are experienced.

Expectations of the Site Supervisor

1. Orient student to the site or arrange for appropriate persons to assume this responsibility.
2. If questions or issues arise that cannot be satisfactorily resolved in discussions with the student, contact the College supervisor as soon as possible.
3. Work with the College supervisor and student to modify or revise the student's learning objectives.
4. Select and assign tasks appropriate to student's learning needs and stated objectives. Schedule a minimum of one hour a week of individual supervision time.
5. Review student's progress toward achievement of stated objectives on a regular basis. Help the student to identify tasks/experiences which will allow her/him to develop desired competencies.
6. Participate in scheduled meetings with the College supervisor and the student. The final meeting will focus on the student's success in achieving learning objectives.
7. Complete required mid-term and final written evaluation forms by scheduled dates.
8. On the official Child Life Council Verification Form, the site supervisor will document the number of hours that the student has completed and that the student has successfully completed a Child Life internship under his/her supervision. Students will need this documentation when they apply for Child Life Certification.

Expectations of the College Supervisor

1. Complete a minimum of three visits to the internship site during the semester.
2. Provide site supervisor with necessary information regarding student's assignments and program expectations.
3. Provide site supervisor with all necessary forms and information regarding the program and procedures.
4. Complete a minimum of three scheduled meetings with the student and site supervisor during the semester.
5. Meet additionally with the site supervisor and/or student if the need arises.
6. Provide opportunities for site supervisors to suggest program revisions and additions.
7. Prepare student's evaluation for internship credit following review of written evaluations completed by student and site supervisor.
8. Assess overall internship experience provided by the site.
Dual Degree and Graduate Child Life and Family-Centered Care Internship

Internship Procedures
Before the student begins the internship, specific College-initiated procedures must be in place:

- A confirmation letter regarding the specific Wheelock College student and Clinical Placement Agreement will be sent to the site supervisor by the Office of Field Education.
- The Clinical Placement Agreement will be signed by the site supervisor and returned to the Office of Field Education.

Three-Way Meetings
Over the course of the semester, there are at least three, three-way meetings with the College supervisor, site supervisor and student. The expectations for each of the three participants is outlined below for each meeting.

First Meeting
Before the first meeting, the site supervisor and student discusses and agrees to goals and objectives for the beginning of the internship. The goals and objectives must also be discussed with the College supervisor and are confirmed in the first meeting. The goals and objectives are based on the Child Life Competencies and student's individualized learning needs.

Second Meeting (Mid-Term)
1. Prior to the second meeting the site supervisor reviews the goals and objectives with the student. At this second meeting any revisions in the goals and objectives are discussed with the College supervisor.
2. The site supervisor completes the midterm evaluation of student progress-to-date on the Child Life Intern Evaluation with sufficient commentary to explain judgment in each area. The evaluation is discussed with the student before the meeting. Please provide copies for the student and the College supervisor. The mid-term visit will also include an observation of the student by the College supervisor.
3. Arrangements for a student to complete a take-over period are made at this meeting.

Third Meeting (Final)
1. The site supervisor reviews student performance in relation to goals and objectives.
2. The site supervisor completes a final evaluation with sufficient commentary to explain judgment in each area. The site supervisor also discusses the evaluation with the student before the meeting. Please provide copies for the student and the College supervisor.
3. On the official Child Life Council Verification Form, the site supervisor will confirm that the student completed an internship which involved providing child life services to children and families. The site supervisor states the beginning and ending dates of the internship, the number of hours the student completed and that the student was supervised by a Certified Child Life Specialist. The site supervisor signs the letter with his/her name and title.

Supervision
The supervisory process should include observation of Child Life role models and collaborative problem solving. Regularly scheduled time (equivalent to 1 hour per week) will be set aside for the discussion of individual development and learning issues that arise during the internship.

The College supervisor will initiate a series of visits to the site. These visits are prearranged and mutually agreeable to the student, site supervisor and College supervisor. A minimum of three visits is required over the course of the semester. Specific preparation is completed prior to each meeting by all three participants. (See Internship-related Responsibilities)
1. Typically the visit involves an initial period of observation of the student by the College supervisor, followed by a three-way conference involving the site supervisor, College supervisor and the student. The purpose of these conferences is:
   a. To discuss student’s experiences related to the Child Life competencies.
   b. To provide students with comprehensive and concrete feedback about his/her performance, and
   c. To evaluate and revise learning goals and objectives for the remainder of the internship. The goals and objectives are based on the Child Life Competencies.

2. Seminars at the College are facilitated by the College supervisors and include all graduate students who are involved in Child Life internships during the term. The purpose of the seminars is to provide students with a supportive forum to discuss experiences related to the internship.
Supervision as a Process

Applicable to all Child Life Programs

The function of the site supervisor is to facilitate growth and learning for the student within the context of a particular setting. The models and tools for supervision vary according to individual supervisory styles, student needs, phases of the internship and institutional requirements. Two models showing the possible range of supervisory styles and their characteristics are described below. (Adapted from Caruso and Fawcett, 1986, Supervision in Early Childhood Education)

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<th>Directive</th>
<th>Collaborative</th>
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<td>- highly structured</td>
<td>- less highly structured</td>
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<tr>
<td>- clear expectations for student behaviors; boundaries are well-defined</td>
<td>- expectations for student behavior are negotiated</td>
</tr>
<tr>
<td>- useful for information giving</td>
<td>- useful for problem solving</td>
</tr>
<tr>
<td>- helpful when entering unknown territory; orientation phase</td>
<td>- helpful during integrative and resolution phases of internship</td>
</tr>
<tr>
<td>- student learns by practicing from directions given and following examples</td>
<td>- student learns by experimentation; &quot;try things out&quot;</td>
</tr>
<tr>
<td>- increased potential to foster dependence</td>
<td>- increased potential to foster independence</td>
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<tr>
<td>- increased potential for limited decision making and problem solving skills</td>
<td>- increased opportunity to develop professional decision-making skills and problem solving skills</td>
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Most supervisors will find some characteristics from the different models in their own behaviors. The match between supervisory styles and the learning needs of the student or the demands of a given situation is important. For example, during a student's first week at the internship, there will probably be many instances where a directive approach is needed. As the student becomes more familiar with the setting and the supervisor becomes more familiar with the student's skills, the style will likely move toward more open discussion and mutual problem solving.

Approaches to Supervision

Site supervisors typically use a variety of approaches to assist in the supervisory process. Selection of approaches is based on supervisory style, student learning needs, phase of the internship and, in some instances, institutional requirements. Supervisory approaches and assignments will be discussed in the negotiation of learning objectives with an understanding between student and supervisor about which approaches will be most useful. Some suggested approaches are:

- Written orientation information about the site
- Journal
- Significant event reports on the student's perceptions of and learning from various experiences
- SOAP or other charting notes to review quality of clinical work
- Data sheets and time logs or other department statistics
- Direct observation of student's work
- Feedback
Supervision is a shared experience between student, site supervisor, and College supervisor. It is helpful for site supervisors to have knowledge of and sensitivity to the affective component of the internship from the student’s point of view when planning for the internship experience.

There are typical phases that many students experience in an extended internship. (Cipriani, et al, 1980)

I. Orientation, exploration and involvement.
Initially the students' actions may center around a need to find out about the people, place and culture of a site. They often experience feelings of lack of control from "not knowing" the people, the environment, their role as student/learner, their own skills and how they will be regarded. Important tasks at this phase for the site supervisor include offering orientation information, getting to know the student, establishing a trusting relationship, and working together to establish student goals and objectives for the internship. The College supervisor will also be addressing issues of "entry" with the students and classroom discussions can illuminate similarities of experience.

II. With knowledge, frustration.
As students feel more comfortable in the setting and experience positive interactions with children and families, they may also feel and express disillusionment as the site is "demythologized." Routines may become tiresome. Not all questions have answers. Faith in experts is challenged as the students' own skills develop. Often one sees students having unrealistic expectations for their own time-limited internship. During this phase the site supervisor can assist the student by referring back to the goals and objectives and developing a plan of action to focus on what can be accomplished in the time remaining. The three-way site visit conference may be a helpful tool in this refocusing process.

III. Striking a balance: reassessment and resolution.
Students re-invest themselves in their professional development. Skills are practiced, experiments conducted, mistakes refined or corrected, techniques explored, applications generalized. This may be a highly creative time for the student. Students are particularly receptive to new ideas and more confident in their clinical abilities.

IV. Termination and transition.
Students begin to integrate and review more objectively their experiences - the successes along with the failures - over the semester. This is a period where the student can articulate the emotional meaning of the internship to their personal development and the site supervisor can express the significance it has had in his or her life as a professional.

The transition for the student to a future job and new professional role can be accompanied not only by feelings of happy expectation, but also a sense of loss, sadness, and often anger about what must be left behind. This mixture of feelings should be acknowledged in the supervisory process.
Communication with the College during the Field Experience

Wheelock's Child Life Programs strive to keep communication between student, site supervisor and College supervisor and the Office of Field Education, clear and open throughout the internship. Please refer to the Roles of the Student, Site Supervisor and College Supervisor for expectations and responsibilities during pre-internship and internship.

Assessment and Evaluation

Evaluation is an ongoing process. There are components to the process of evaluation that overlap with methods of supervision (observation, feedback, asking and answering questions and the setting of objectives).

An important outcome of the supervisory process is the ability for students to evaluate their performance and development. The supervisor acts as the facilitator of this process.

Evaluation of the student’s performance will be discussed with the student and College supervisor during mid-term and final conferences. Forms for evaluation of student performance will be provided by the College.

Copies of the evaluation forms may be found at:
http://www.wheelock.edu/Documents/FEO/400_200_Hour_Evaluation_Form.pdf
Appendices
Policies and Procedures

Wheelock faculty and administration have worked with site personnel over the years to establish general policies and procedures to help structure the internship experience.

Affiliation Agreements
Contracts or affiliation agreements are sent out by the Office of Field Education. The agreement describes the responsibilities of the two institutions involved.

Requirements for Entering the Undergraduate Child Life Program
Students entering Wheelock must complete an application process and be accepted to enter the Child Life Dual Degree Program.

Standards for Entering an Internship

Incomplete Grades before Entering a Practicum or Internship
Students may not enter an internship with an outstanding "I" (Incomplete). Students must complete all work and receive a letter grade in all courses by the first day of classes in the internship semester. Any exception to this policy must be approved by the Scholastic Review Board (for undergraduate students) or the Graduate Review Board (for graduate students). See Student Handbook for more information.

Physical and Health Requirements in Internships
Students planning to enter a child life internship must be able to carry out all the essential functions of the internship including appropriate professional interaction with patients and staff, effective decision-making and problem solving skills, and all required tasks and functions. Students who are concerned about their ability to do so or about the physical, emotional or health requirements of the internship should contact the Child Life Department Chair. Students with disabilities should plan to contact the Office Disability Services during the semester prior to internship.

Physical examinations and tuberculin tests are required for all students in internships working with children. All students are required to have record of a negative sub-cutaneous TB test within the last three years and a physical exam within a year. Students in Child Life internships should be up-to-date on immunizations and be aware of their rubella and chicken pox status. It is the responsibility of the student to have this completed and placed in his or her permanent file. Sites may have additional specific requirements.

When concerns about the student's ability to enter internship surface, the following steps will be taken:

1. The faculty will (in consultation with the appropriate agents of the college) formally articulate those concerns to the student immediately and provide the student with the opportunity to address each concern through due process.
2. The student will be given the opportunity to consult with appropriate agents of the college and her/his doctor to address each concern about moving forward in the internship.
3. An objective assessment of the student's qualifications to enter internships will then be made by the college agents in consultation with the student, her/his doctor, the faculty who raised the concerns, Disability Services, the college's medical council, and its legal counsel.
4. If outcome of the assessment indicates that the student's physical and medical issues prohibit her/him from carrying out the essential functions of the internship, then the college is within its rights to discontinue with the internship placement.
5. If it is determined that the student can carry out the essential functions of the internship but may require accommodations, then the Child Life Department Chair and Disability Services will work with the hospital to arrange appropriate accommodations for the student.

**Undergraduate Students**

Wheelloch College has set high standards for students entering the undergraduate professional preparation programs in Child Life. Students must apply to the dual degree program. The application process includes submitting a resume, responding to an essay, review of HGD evaluations, and completing a one-on-one interview with a faculty member which includes a live writing sample.

To enter an internship, a student must:
- Complete the application process
- Successfully complete pre-internship fieldwork courses by earning a grade of "B-" or higher or a grade of "P" in pass/fail fieldwork courses.
- Successfully complete sixty-seven credit hours of course work.
- Pass the Wheelock Literacy and Communication Exam (WLCE).
- Successfully complete the Human Growth and Development I and Human Growth and Development II courses by earning a grade of "B-" or higher.
- Demonstrate the ability to interact positively with children and adults in general education fieldwork; and as evidenced by HGD recommendations.
- Maintain a 2.67 cumulative grade-point average or higher (i.e., students on academic probation may not enter an internship).

Transfer students may not enter an internship until they have successfully completed one sixteen credit hour semester and have earned sixty-seven credit hours of course work.

A student usually may not register for more than sixteen credit hours during an internship semester. An undergraduate student must petition the Scholastic Review Board for permission to register for more than sixteen credit hours during an internship semester.

**Graduate Students**

Students must be admitted into a graduate program for at least one semester prior to the semester in which they wish to begin their first internship. Full-time graduate students in Child Life program should consult with the Office of Field Education as soon as they are admitted to discuss internship options. Part-time graduate students should meet with the Field Experience staff early in the semester before they plan to begin an internship. Deadlines for graduate students to register for internships can be obtained from the student's academic advisor.

Graduate students should consult with their advisors to determine what courses and pre-internships are required to enter different internships. Only matriculated graduate students may take an internship. A graduate student on academic probation may not enter an internship.

**Attendance at Internship**

Students are expected to work as professionals. They are expected to be at their site every day they are scheduled for their internship.

Students will be excused only for reasons of illness and extenuating family circumstances. It is imperative that the student inform the site supervisor before the day begins if she/he must be absent. The College supervisor will make it clear in the syllabus if she/he wants to be notified. Students who do not follow this procedure are subject to failing. Students are responsible for working out a plan with the site supervisor.
and the College supervisor for making up missed days. Under no conditions will a student be dismissed early from her/his site for College holiday reasons.

Any unexcused absences may result in removal from the internship.

Off-Premise Activities

Wheelock students in the School of Education and Child Life may not take full responsibility for students, patients or clients on off-premise outings and must be accompanied by a representative of the cooperating institution.

Procedures for Internship Changes

In unusual circumstances where there is conflict between the student and the internship site that cannot be resolved, the following procedures must be followed:

1. College supervisor alerts Office of Field Education, discusses current and past situations and possible options for change.
2. If change seems likely, the Dean is notified by supervisor or Office of Field Education.
3. Options are presented to student by supervisor and Office of Field Education.
4. Supervisor and student, if appropriate, inform the site supervisor and arrange for termination timetable.
5. Office of Field Education seeks and secures new internship.
6. Office of Field Education sends thank you letters to site supervisor.
7. Office of Field Education sends appropriate materials to new site.

Withdrawing From an Internship

A student who withdraws from an internship for any reason, other than health considerations, at any time during a semester will automatically receive a failing grade of "F."

A student may withdraw from an internship for health considerations if, and only if, the student was performing satisfactorily at the time of the withdrawal and obtains the approval of the Scholastic Review Board (for undergraduate students) or of the Graduate Review Board (for graduate students).

To request withdrawal from an internship for health considerations, a student must submit:

1. a written petition describing the health considerations;
2. a written statement from the student's College supervisor stating that the student was performing satisfactorily at the time of withdrawal;
3. a written statement from a medical or mental health professional describing the student's health considerations and explaining the reason(s) for the student's inability to satisfy all the requirements of the internship.

If a student is not able to satisfy the requirements of an internship, the following procedures must be followed:

1. The student and the student's College supervisor must meet and discuss the student's performance.
2. The student's College supervisor will prepare and deliver to the student a written evaluation of the student's performance and summarize all areas needing improvement and establish goals.
3. If the student does not satisfy the established goals, the student's College supervisor will inform the Department Chair, Dean of Education and Child Life and the Director of Field Experience.
4. The Dean of Education and Child Life will meet with the student's College supervisor and any other interested parties to discuss alternative courses of action.
5. The Dean of Education and Child Life will inform the student of the prescribed course of action.

If the prescribed course of action is the student's withdrawal from the internship, the student will receive a failing grade of "F". If the student is placed on academic probation or is dismissed from the College for academic reasons, the student must immediately withdraw from the internship.

Reinstatement in an Internship

**Undergraduate Students**

An undergraduate student who has failed an internship may request reinstatement in an internship by:

- completing a Request for Continuance form available in the Office of the Registrar;
- submitting the completed form and all supporting documentation to the Scholastic Review Board by October 1, if the student wishes to enter an internship in the Spring semester, and by March 15, if the student wishes to enter an internship in the succeeding Fall semester.
- The Scholastic Review Board will notify the student of its decision in writing.

An undergraduate student who voluntarily withdraws from an internship for health considerations must complete the above steps and also submit documentation that the health considerations have been resolved or that the student may fulfill the requirements of the internship with reasonable accommodations.

**Graduate Students**

A graduate student who has failed an internship may request reinstatement in an internship by:

- completing a Request for Reinstatement in a Practicum or Internship form (available from the Office of Academic Advising);
- collecting documentation (e.g., written references) to support his or her reinstatement in an internship;
- submitting the completed form and all supporting documentation to the Graduate Review Board at least one semester prior to the requested semester for reinstatement.

A graduate student who voluntarily withdraws from an internship for health considerations must complete the above steps and also submit documentation that the health considerations have been resolved or that the student may fulfill the requirements of the internship with reasonable accommodations.

**Egregious Behavior at Placement**

Some behavior is so egregious that it will result in immediate termination from an internship. Such behavior includes, but is not limited to, the following actions: inflicting or threatening to inflict injury to a client, agency staff member, or other person related to the performance of professional duties; abusing controlled substances or alcohol so that it affects performance; becoming sexually involved with clients or site personnel; or engaging in illegal activities that reflect upon the student's ability to perform professionally or that reflect negatively upon the profession.

**Policy on Internship Core Courses**

Students are expected to attend all sessions of the internship core courses. A student who misses more than two sessions of a 4 credit core course or more than one session of the seminar course may fail. It is
the student's responsibility to inform the supervisor if she/he is ill or has an emergency and must miss class.

Background Checks for Field Experience

Massachusetts requires certain agencies serving children and the elderly to conduct a Criminal Offender Record Inquiry (CORI) background check on all volunteers and staff. The Department of Early Education and Care also requires a DSS (Department of Social Services) background check in addition to the CORI. Also, a few agencies require a SORI (Sexual Offender Record Inquiry) check. These checks are aimed at protecting the very young and the old from exposure to abuse by those who have a history of doing so. Students should be aware that schools, hospitals, community service agencies and other placement sites will most likely do a CORI, DSS and sometimes a SORI background check on everyone working and volunteering at their site. Because some sites do not run CORI checks on interns and Wheelock is not certified to run CORI checks, you may be required to run a CORI check on yourself. If this is the case, the Office of Field Education will notify the student and provide instructions on how to get a CORI check.

Student Employment at Placement Site

Wheelock College believes field training is an integral part of a student's professional preparation and development. To this end, the College conducts "Academically Approved Placements," a collection of practicum, internship, field placements and other off-campus learning programs. Through its Academically Approved Placements, the College endeavors to place students in educationally suitable positions, or "placement sites," at various public and private institutions and at other locations.

On occasion, placement sites hire students to perform work outside of an Academically Approved Placement and beyond the College's oversight or control. Wheelock College expresses no opinion and makes no representation, either explicit or implicit, that a student is qualified to perform work at a placement site outside of an Academically Approved Placement.

The College assumes no responsibility for providing insurance for students against harm suffered, or for liability incurred as a result of employment outside of an Academically Approved Placement. Such insurance and any liability resulting from such employment is the responsibility of the student and the employer. The College reserves the right to change a student's placement if, in the College's opinion and in its sole discretion, it determines that a student's outside employment at a placement site interferes with or compromises the educational goals of the Academically Approved Placement.

The College is providing a copy of this policy and a "Student Employer Acknowledgment and Release" form to each placement site. Students seeking employment outside the scope of an Academically Approved Placement at a placement site are responsible for obtaining a signed acknowledgment and release form from the placement site and returning it to the Office of Field Education. In the event that a student is hired, the student must also sign the Acknowledgement and Release agreeing to this policy. Students under the age of 18 must provide the College with an acknowledgment and release signed by their parents or legal guardians. These acknowledgments and releases will be placed in their permanent records in the Registrar's Office.

Policy on Student Injuries

If injured at a practicum site, students should follow any injury report system in effect at the site. In addition students should give the Office of Field Education a copy of the incident report.

Policy on Work Stoppages

In the event that a strike or work stoppage occurs during the student's internships, the students will be contacted by the Dean of the School of Education and Child Life and/or the Director of Office of Field Education with specific instructions.
VOUCHER POLICY

In appreciation for the learning experiences provided to our practicum students, Wheelock College issues one voucher per student to each supervising practitioner with whom a student has completed a 3, 4, 5, or 6 credit practicum. Supervising practitioners may use their voucher for any course or professional development institute taking place on campus or online.

1. Vouchers are sent directly to the supervising practitioner or site supervisor. If not used by the supervising practitioner, vouchers may be used by other site personnel; however, they may not be transferred to persons employed at any other site nor to a part or full-time student who is matriculated at Wheelock College. Vouchers may only be used by persons able to demonstrate current employment at the practicum site to which the voucher was issued. The voucher must be signed by a member of the administrative staff to validate it for registration. Be prepared to show proof of employment.

2. Vouchers are valid for one calendar year immediately following the semester in which the Wheelock College student was placed at the practicum site. There are no extensions. No more than one voucher may be used per semester by any individual.

3. For individuals enrolled in a Wheelock degree program, vouchers can be used for up to half the credits required for the degree. Individuals not enrolled in a degree program may use vouchers for up to four undergraduate or two graduate courses. Non-matriculated graduate students may apply for the status of lifelong learner and continue to register for graduate courses.

4. Vouchers may be used only once for one graduate or undergraduate course, regardless of the credits assigned to the course (from 1-4 credits). Vouchers may not be used for field courses, practica or independent study. The voucher will be honored when presented for registration accompanied by a registration fee. If voucher is being used for an online course, student registration must be submitted to the Office of Graduate Admissions three weeks prior to the class start date.

5. Vouchers are issued to supervising practitioners who host full-time or part-time practicums only. The College does not issue vouchers for hosting pre-practicum students.

6. Wheelock College reserves the right to cancel courses with insufficient enrollment. In the event of cancellation, a voucher can be used for another course that semester or a practicum site may request a voucher to be reissued to the practicum site for the following semester only. No other exceptions will be entertained.

7. A bachelor’s degree is required for graduate registration.

8. Persons using a voucher will be responsible for payment of a registration fee. We are not able to extend vouchers or reissue lost ones. We advise you to treat the voucher as you would a check and put it in a safe and retrievable spot.

For information about registration policies, procedures and class schedules, please visit: http://www.wheelock.edu/academics/academic-records-and-registration

For information on professional development institutes, please visit: http://www.wheelock.edu/academics/adult-and-professional-programs
Wheelock College Resources

School of Professional and Graduate Studies

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Career Services
Phone: 617-879-2138
Location: 200 Riverway (first floor), MA 02215

For information, please visit the Career Services website:
http://www.wheelock.edu/academics/career-services
The Wheelock Family Theatre
Phone: (617) 879 – 2147 (TTY for the deaf: 617-731-4426)
Location: 180 Riverway, Boston, MA 02215-4176
Web: www.wheelock.edu/wft/wft.html

The Wheelock Family Theatre (WFT) was founded in 1981 to meet a community need for affordable professional theatre. WFT calls itself a family theatre because it produces family-oriented modern drama, children’s classics, musicals and original work. Three productions are staged each season, with public performances held on weekends and matinees during the school day for students and community groups. Nearly half a million young people and adults have attended WFT since 1981. Thousands of children experience live theatre for the first time at WFT.

WFT has a national reputation for pioneering work in nontraditional casting; consistently casting people of different cultures, races, and ages in its shows to reflect the diversity of WFT audiences and society at large. The Theatre is also nationally known for its commitment to accessibility. Ticket prices are kept as low as possible and no one is ever turned away for lack of money. Every production includes performances interpreted in American Sign Language, and WFT was the first theatre in New England to provide live audio scripted descriptions for blind patrons. The Theatre is wheelchair accessible. Education is a key element of WFT’s mission and since 1983, WFT’s Education Program has been providing Boston-area children with theatre-based learning experiences that help them grow to be inquisitive, reflective, compassionate, and contributing members of society. WFT’s Education Program includes: classes, vacation week institutes, and a four-week summer program; partnerships with local schools and community groups; a popular student matinee series; and PAH! Deaf Youth Theatre, which has provided theatre training and skill building experiences for nearly 100 deaf teenagers since its inception in 1994. WFT often finds it possible to offer our cooperating personnel passes to a production, thus helping us provide one more way of saying “thank you” for working with Wheelock student teachers and being such an important part of their professional training.

The Wheelock College Library
132 The Riverway, Boston, MA. 02215
(617) 879-2220

For more information, please visit the Wheelock College Library website: www.wheelock.edu/library

The Earl Center for Learning and Innovation
180 The Riverway, Boston, MA 02215
(617) 879-2143

For information, please visit the Earl Center for Learning and Innovation website: http://www.wheelock.edu/library/earl-center